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THE

Teacher's World

INCORPORATING "THE WOMAN TEACHER'S WORLD" & "THE TEACHER."

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1176, 1182, 1188, 1194, 1200, 1206, 1212, 1218, 1224, 1230, 1236, 1242, 1248, 1254, 1260, 1266, 1272, 1278, 1284, 1290, 1296, 1302, 1308, 1314, 1320, 1326, 1332, 1338, 1344, 1350, 1356, 1362, 1368, 1374, 1380, 1386, 1392, 1398, 1404, 1410, 1416, 1422, 1428, 1434, 1440, 1446, 1452, 1458, 1464, 1470, 1476, 1482, 1488, 1494, 1500, 1506, 1512, 1518, 1524, 1530, 1536, 1542, 1548, 1554, 1560, 1566, 1572, 1578, 1584, 1590, 1596, 1602, 1608, 1614, 1620, 1626, 1632, 1638, 1644, 1650, 1656, 1662, 1668, 1674, 1680, 1686, 1692, 1698, 1704, 1710, 1716, 1722, 1728, 1734, 1740, 1746, 1752, 1758, 1764, 1770, 1776, 1782, 1788, 1794, 1800, 1806, 1812, 1818, 1824, 1830, 1836, 1842, 1848, 1854, 1860, 1866, 1872, 1878, 1884, 1890, 1896, 1902, 1908, 1914, 1920, 1926, 1932, 1938, 1944, 1950, 1956, 1962, 1968, 1974, 1980, 1986, 1992, 1998, 2004, 2010, 2016, 2022, 2028, 2034, 2040, 2046, 2052, 2058, 2064, 2070, 2076, 2082, 2088, 2094, 2100, 2106, 2112, 2118, 2124, 2130, 2136, 2142, 2148, 2154, 2160, 2166, 2172, 2178, 2184, 2190, 2196, 2202, 2208, 2214, 2220, 2226, 2232, 2238, 2244, 2250, 2256, 2262, 2268, 2274, 2280, 2286, 2292, 2298, 2304, 2310, 2316, 2322, 2328, 2334, 2340, 2346, 2352, 2358, 2364, 2370, 2376, 2382, 2388, 2394, 2400, 2406, 2412, 2418, 2424, 2430, 2436, 2442, 2448, 2454, 2460, 2466, 2472, 2478, 2484, 2490, 2496, 2502, 2508, 2514, 2520, 2526, 2532, 2538, 2544, 2550, 2556, 2562, 2568, 2574, 2580, 2586, 2592, 2598, 2604, 2610, 2616, 2622, 2628, 2634, 2640, 2646, 2652, 2658, 2664, 2670, 2676, 2682, 2688, 2694, 2700, 2706, 2712, 2718, 2724, 2730, 2736, 2742, 2748, 2754, 2760, 2766, 2772, 2778, 2784, 2790, 2796, 2802, 2808, 2814, 2820, 2826, 2832, 2838, 2844, 2850, 2856, 2862, 2868, 2874, 2880, 2886, 2892, 2898, 2904, 2910, 2916, 2922, 2928, 2934, 2940, 2946, 2952, 2958, 2964, 2970, 2976, 2982, 2988, 2994, 3000, 3006, 3012, 3018, 3024, 3030, 3036, 3042, 3048, 3054, 3060, 3066, 3072, 3078, 3084, 3090, 3096, 3102, 3108, 3114, 3120, 3126, 3132, 3138, 3144, 3150, 3156, 3162, 3168, 3174, 3180, 3186, 3192, 3198, 3204, 3210, 3216, 3222, 3228, 3234, 3240, 3246, 3252, 3258, 3264, 3270, 3276, 3282, 3288, 3294, 3300, 3306, 3312, 3318, 3324, 3330, 3336, 3342, 3348, 3354, 3360, 3366, 3372, 3378, 3384, 3390, 3396, 3402, 3408, 3414, 3420, 3426, 3432, 3438, 3444, 3450, 3456, 3462, 3468, 3474, 3480, 3486, 3492, 3498, 3504, 3510, 3516, 3522, 3528, 3534, 3540, 3546, 3552, 3558, 3564, 3570, 3576, 3582, 3588, 3594, 3600, 3606, 3612, 3618, 3624, 3630, 3636, 3642, 3648, 3654, 3660, 3666, 3672, 3678, 3684, 3690, 3696, 3702, 3708, 3714, 3720, 3726, 3732, 3738, 3744, 3750, 3756, 3762, 3768, 3774, 3780, 3786, 3792, 3798, 3804, 3810, 3816, 3822, 3828, 3834, 3840, 3846, 3852, 3858, 3864, 3870, 3876, 3882, 3888, 3894, 3900, 3906, 3912, 3918, 3924, 3930, 3936, 3942, 3948, 3954, 3960, 3966, 3972, 3978, 3984, 3990, 3996, 4002, 4008, 4014, 4020, 4026, 4032, 4038, 4044, 4050, 4056, 4062, 4068, 4074, 4080, 4086, 4092, 4098, 4104, 4110, 4116, 4122, 4128, 4134, 4140, 4146, 4152, 4158, 4164, 4170, 4176, 4182, 4188, 4194, 4200, 4206, 4212, 4218, 4224, 4230, 4236, 4242, 4248, 4254, 4260, 4266, 4272, 4278, 4284, 4290, 4296, 4302, 4308, 4314, 4320, 4326, 4332, 4338, 4344, 4350, 4356, 4362, 4368, 4374, 4380, 4386, 4392, 4398, 4404, 4410, 4416, 4422, 4428, 4434, 4440, 4446, 4452, 4458, 4464, 4470, 4476, 4482, 4488, 4494, 4500, 4506, 4512, 4518, 4524, 4530, 4536, 4542, 4548, 4554, 4560, 4566, 4572, 4578, 4584, 4590, 4596, 4602, 4608, 4614, 4620, 4626, 4632, 4638, 4644, 4650, 4656, 4662, 4668, 4674, 4680, 4686, 4692, 4698, 4704, 4710, 4716, 4722, 4728, 4734, 4740, 4746, 4752, 4758, 4764, 4770, 4776, 4782, 4788, 4794, 4800, 4806, 4812, 4818, 4824, 4830, 4836, 4842, 4848, 4854, 4860, 4866, 4872, 4878, 4884, 4890, 4896, 4902, 4908, 4914, 4920, 4926, 4932, 4938, 4944, 4950, 4956, 4962, 4968, 4974, 4980, 4986, 4992, 4998, 5004, 5010, 5016, 5022, 5028, 5034, 5040, 5046, 5052, 5058, 5064, 5070, 5076, 5082, 5088, 5094, 5100, 5106, 5112, 5118, 5124, 5130, 5136, 5142, 5148, 5154, 5160, 5166, 5172, 5178, 5184, 5190, 5196, 5202, 5208, 5214, 5220, 5226, 5232, 5238, 5244, 5250, 5256, 5262, 5268, 5274, 5280, 5286, 5292, 5298, 5304, 5310, 5316, 5322, 5328, 5334, 5340, 5346, 5352, 5358, 5364, 5370, 5376, 5382, 5388, 5394, 5400, 5406, 5412, 5418, 5424, 5430, 5436, 5442, 5448, 5454, 5460, 5466, 5472, 5478, 5484, 5490, 5496, 5502, 5508, 5514, 5520, 5526, 5532, 5538, 5544, 5550, 5556, 5562, 5568, 5574, 5580, 5586, 5592, 5598, 5604, 5610, 5616, 5622, 5628, 5634, 5640, 5646, 5652, 5658, 5664, 5670, 5676, 5682, 5688, 5694, 5700, 5706, 5712, 5718, 5724, 5730, 5736, 5742, 5748, 5754, 5760, 5766, 5772, 5778, 5784, 5790, 5796, 5802, 5808, 5814, 5820, 5826, 5832, 5838, 5844, 5850, 5856, 5862, 5868, 5874, 5880, 5886, 5892, 5898, 5904, 5910, 5916, 5922, 5928, 5934, 5940, 5946, 5952, 5958, 5964, 5970, 5976, 5982, 5988, 5994, 6000, 6006, 6012, 6018, 6024, 6030, 6036, 6042, 6048, 6054, 6060, 6066, 6072, 6078, 6084, 6090, 6096, 6102, 6108, 6114, 6120, 6126, 6132, 6138, 6144, 6150, 6156, 6162, 6168, 6174, 6180, 6186, 6192, 6198, 6204, 6210, 6216, 6222, 6228, 6234, 6240, 6246, 6252, 6258, 6264, 6270, 6276, 6282, 6288, 6294, 6300, 6306, 6312, 6318, 6324, 6330, 6336, 6342, 6348, 6354, 6360, 6366, 6372, 6378, 6384, 6390, 6396, 6402, 6408, 6414, 6420, 6426, 6432, 6438, 6444, 6450, 6456, 6462, 6468, 6474, 6480, 6486, 6492, 6498, 6504, 6510, 6516, 6522, 6528, 6534, 6540, 6546, 6552, 6558, 6564, 6570, 6576, 6582, 6588, 6594, 6600, 6606, 6612, 6618, 6624, 6630, 6636, 6642, 6648, 6654, 6660, 6666, 6672, 6678, 6684, 6690, 6696, 6702, 6708, 6714, 6720, 6726, 6732, 6738, 6744, 6750, 6756, 6762, 6768, 6774, 6780, 6786, 6792, 6798, 6804, 6810, 6816, 6822, 6828, 6834, 6840, 6846, 6852, 6858, 6864, 6870, 6876, 6882, 6888, 6894, 6900, 6906, 6912, 6918, 6924, 6930, 6936, 6942, 6948, 6954, 6960, 6966, 6972, 6978, 6984, 6990, 6996, 7002, 7008, 7014, 7020, 7026, 7032, 7038, 7044, 7050, 7056, 7062, 7068, 7074, 7080, 7086, 7092, 7098, 7104, 7110, 7116, 7122, 7128, 7134, 7140, 7146, 7152, 7158, 7164, 7170, 7176, 7182, 7188, 7194, 7200, 7206, 7212, 7218, 7224, 7230, 7236, 7242, 7248, 7254, 7260, 7266, 7272, 7278, 7284, 7290, 7296, 7302, 7308, 7314, 7320, 7326, 7332, 7338, 7344, 7350, 7356, 7362, 7368, 7374, 7380, 7386, 7392, 7398, 7404, 7410, 7416, 7422, 7428, 7434, 7440, 7446, 7452, 7458, 7464, 7470, 7476, 7482, 7488, 7494, 7500, 7506, 7512, 7518, 7524, 7530, 7536, 7542, 7548, 7554, 7560, 7566, 7572, 7578, 7584, 7590, 7596, 7602, 7608, 7614, 7620, 7626, 7632, 7638, 7644, 7650, 7656, 7662, 7668, 7674, 7680, 7686, 7692, 7698, 7704, 7710, 7716, 7722, 7728, 7734, 7740, 7746, 7752, 7758, 7764, 7770, 7776, 7782, 7788, 7794, 7800, 7806, 7812, 7818, 7824, 7830, 7836, 7842, 7848, 7854, 7860, 7866, 7872, 7878, 7884, 7890, 7896, 7902, 7908, 7914, 7920, 7926, 7932, 7938, 7944, 7950, 7956, 7962, 7968, 7974, 7980, 7986, 7992, 7998, 8004, 8010, 8016, 8022, 8028, 8034, 8040, 8046, 8052, 8058, 8064, 8070, 8076, 8082, 8088, 8094, 8100, 8106, 8112, 8118, 8124, 8130, 8136, 8142, 8148, 8154, 8160, 8166, 8172, 8178, 8184, 8190, 8196, 8202, 8208, 8214, 8220, 8226, 8232, 8238, 8244, 8250, 8256, 8262, 8268, 8274, 8280, 8286, 8292, 8298, 8304, 8310, 8316, 8322, 8328, 8334, 8340, 8346, 8352, 8358, 8364, 8370, 8376, 8382, 8388, 8394, 8400, 8406, 8412, 8418, 8424, 8430, 8436, 8442, 8448, 8454, 8460, 8466, 8472, 8478, 8484, 8490, 8496, 8502, 8508, 8514, 8520, 8526, 8532, 8538, 8544, 8550, 8556, 8562, 8568, 8574, 8580, 8586, 8592, 8598, 8604, 8610, 8616, 8622, 8628, 8634, 8640, 8646, 8652, 8658, 8664, 8670, 8676, 8682, 8688, 8694, 8700, 8706, 8712, 8718, 8724, 8730, 8736, 8742, 8748, 8754, 8760, 8766, 8772, 8778, 8784, 8790, 8796, 8802, 8808, 8814, 8820, 8826, 8832, 8838, 8844, 8850, 8856, 8862, 8868, 8874, 8880, 8886, 8892, 8898, 8904, 8910, 8916, 8922, 8928, 8934, 8940, 8946, 8952, 8958, 8964, 8970, 8976, 8982, 8988, 8994, 9000, 9006, 9012, 9018, 9024, 9030, 9036, 9042, 9048, 9054, 9060, 9066, 9072, 9078, 9084, 9090, 9096, 9102, 9108, 9114, 9120, 9126, 9132, 9138, 9144, 9150, 9156, 9162, 9168, 9174, 9180, 9186, 9192, 9198, 9204, 9210, 9216, 9222, 9228, 9234, 9240, 9246, 9252, 9258, 9264, 9270, 9276, 9282, 9288, 9294, 9300, 9306, 9312, 9318, 9324, 9330, 9336, 9342, 9348, 9354, 9360, 9366, 9372, 9378, 9384, 9390, 9396, 9402, 9408, 9414, 9420, 9426, 9432, 9438, 9444, 9450, 9456, 9462, 9468, 9474, 9480, 9486, 9492, 9498, 9504, 9510, 9516, 9522, 9528, 9534, 9540, 9546, 9552, 9558, 9564, 9570, 9576, 9582, 9588, 9594, 9600, 9606, 9612, 9618, 9624, 9630, 9636, 9642, 9648, 9654, 9660, 9666, 9672, 9678, 9684, 9690, 9696, 9702, 9708, 9714, 9720, 9726, 9732, 9738, 9744, 9750, 9756, 9762, 9768, 9774, 9780, 9786, 9792, 9798, 9804, 9810, 9816, 9822, 9828, 9834, 9840, 9846, 9852, 9858, 9864, 9870, 9876, 9882, 9888, 9894, 9900, 9906, 9912, 9918, 9924, 9930, 9936, 9942, 9948, 9954, 9960, 9966, 9972, 9978, 9984, 9990, 9996, 10002, 10008, 10014, 10020, 10026, 10032, 10038, 10044, 10050, 10056, 10062, 10068, 10074, 10080, 10086, 10092, 10098, 10104, 10110, 10116, 10122, 10128, 10134, 10140, 10146, 10152, 10158, 10164, 10170, 10176, 10182, 10188, 10194, 10200, 10206, 10212, 10218, 10224, 10230, 10236, 10242, 10248, 10254, 10260, 10266, 10272, 10278, 10284, 10290, 10296, 10302, 10308, 10314, 10320, 10326, 10332, 10338, 10344, 10350, 10356, 10362, 10368, 10374, 10380, 10386, 10392, 10398, 10404, 10410, 10416, 10422, 10428, 10434, 10440, 10446, 10452, 10458, 10464, 10470, 10476, 10482, 10488, 10494, 10500, 10506, 10512, 10518, 10524, 10530, 10536, 10542, 10548, 10554, 10560, 10566, 10572, 10578, 10584, 10590, 10596, 10602, 10608, 10614, 10620, 10626, 10632, 10638, 10644, 10650, 10656, 10662, 10668, 10674, 10680, 10686, 10692, 10698, 10704, 10710, 10716, 10722, 10728, 10734, 10740, 10746, 10752, 10758, 10764, 10770, 10776, 10782, 10788, 10794, 10800, 10806, 10812, 10818, 10824, 10830, 10836, 10842, 10848, 10854, 10860, 10866, 10872, 10878, 10884, 10890, 10896, 10902, 10908, 10914, 10920, 10926, 10932, 10938, 10944, 10950, 10956, 10962, 10968, 10974, 10980, 10986, 10992, 10998, 11004, 11010, 11016, 11022, 11028, 11034, 11040, 11046, 11052, 11058, 11064, 11070, 11076, 11082, 11088, 11094, 11100, 11106, 11112, 11118, 11124, 11130, 11136, 11142, 11148, 11154, 11160, 11166, 11172, 11178, 11184, 11190, 11196, 11202, 11208, 11214, 11220, 11226, 11232, 11238, 11244, 11250, 11256, 11262, 11268, 11274, 11280, 11286, 11292, 11298, 11304, 11310, 11316, 11322, 11328, 11334, 11340, 11346, 11352, 11358, 11364, 11370, 11376, 11382, 11388, 11394, 11400, 11406, 11412, 11418, 11424, 11430, 11436, 11442, 11448, 11454, 11460, 11466, 11472, 11478, 11484, 11490, 11496, 11502, 11508, 11514, 11520, 11526, 11532, 11538, 11544, 11550, 11556, 11562, 11568, 11574, 11580, 11586, 11592, 11598, 11604, 11610, 11616, 11622, 11628, 11634, 11640, 11646, 11652, 11658, 11664, 11670, 11676, 11682, 11688, 11694, 11700, 11706, 11712, 11718, 11724, 11730, 11736, 11742, 11748, 11754, 11760, 11766, 11772, 11778, 11784, 11790, 11796, 11802, 11808, 11814, 11820, 11826, 11832, 11838, 11844, 11850, 11856, 11862, 11868, 11874, 11880, 11886, 11892, 11898, 11904, 11910, 11916, 11922, 11928, 11934, 11940, 11946, 11952, 11958, 11964,

THE WEEK'S CAUSERIE

NEWS—EVENTS—COMMENTS.



Mr. Spurley Hey, B.A., who has just been appointed Director of Education for Manchester.

Mr. Hey's appointment as Director of Education for Manchester, will give universal satisfaction.

His career has been one of uninterrupted success from the day when, as a pupil teacher, he set his foot upon the lowest rung of the educational ladder. After two years' training at St. John's College, York, Mr. Hey spent seven years as an assistant master in Sheffield and Rotherham Schools. Following upon a course of study at Sheffield University College and Sheffield Technical School, Mr. Hey took his B.A. degree at the University of London. From 1903 to 1907 he was Inspector of Elementary Schools and Supervisor of the Training of Pupil Teachers at Rotherham. In 1907 he was appointed Director of Education at Rotherham, and four years later secured a similar position in the City of Newcastle. Many of our readers will remember the characteristic Message of the Week which Mr. Hey contributed to *THE TEACHER'S WORLD* some two years ago. Our readers will join with us in wishing Mr. Hey a long continuance of that remarkable and well-deserved success, which has distinguished his career. The commencing salary at Manchester is £3,000 a year.

The Founder of the P.N.E.U.

Miss Charlotte M. Mason, whose Message to educationists appears in this issue, has most decidedly educational views, and expresses them in a gifted way which has influenced, and is still influencing, the thought of all cultured men and women. We may not be able to agree with everything she says, but her claim to a respectful hearing from all interested in the well-being of their country is beyond question. As the founder of the Parents' National Educational Union, Miss Mason has been responsible for a movement which is having far-reaching results, and merits much more public attention than it receives.

On page 372 of this issue appears an article describing the objects and principles of the P.N.E.U., the eighteenth Annual Conference of which will be held in the Mechanics' Institute, Darlington, next week, March 9 to March 14. The Conference will be welcomed by Mr. A. J.

Pease, and among the speakers will be Dr. Sautter (on "Unresolved Disorders"), Mr. Arthur Borrell, M.A., Professor E. T. Campagne, M.A., and Mr. Kenneth Forbes, and Miss Mason herself will contribute to the discussions, her own subject being "Trop de Dieu." The chair at the opening session will be taken by Mr. H. Pike Pease, M.P.

Peace in Herefordshire.

We congratulate the Herefordshire Authority and the teachers of the county on the peaceful termination of the recent unhappy strife. The scale of salaries which the Authority has granted, while being in no sense extravagant, will remove the constant friction which for years has militated against educational efficiency.

THE RIDER.

The door of my heart is open—
And you in the forest night!
Will you greet me, and pause a moment,
Or will you go riding by?

The door of my heart is open,
There is a rose on the window sill;
And the rhapsodie of remembrance
Is heavy with sweetest still!

Alas! you have not forgotten
The day in the dim, grey past
When you called with tempestuous knocking,
And I bolted the door too fast!

Now I wait in a shadowed corner,
And I list to your careless song;
I counted your horse's hoof-beats
This morn as you rode along.

And it may have been but my fancy,
But I thought that you once drew rein—

And my heart beat time to the old tune,
I never may hear again!

The door of my heart is open,
And he, through the forest night,
Comes riding, riding, riding—
Ah, God! will he pass me by!

MARION MILLER KNOWLES.

in Herefordshire. The claims for the future are certainly bright, and we may predict with confidence that the Herefordshire ratepayers will in time, if not at once, recognise that the increased outlay of public money was well worth while.

The "Half-Time" Bill.

The Children (Employment and School Attendance) Bill, to which the House of Commons has given a second reading, may, if it is reasonable to hope, become law this session. Its main provisions are:—

1. No child to be exempt from school attendance under the age of 14, and present exemptions above that age to be restricted.

2. Local Education Authorities to have the option of raising the leaving age to 15, and to make employment by-law for children up to the age of 16 (instead of 14, as at present).

3. The present half-time system to be abolished, and street trading to be restricted.

The abolition of the half-time system so long sought for by educationists will not be effected without unremitting hard work by the pro-

ponents of the Bill, and a generous measure of Parliamentary good fortune. We must remember that it requires no inconsiderable courage on the part of a Lancashire Member of Parliament to support the Bill, which in most cases is directly opposed to the wishes of his constituents. The working-classes in some other parts of the country are no less antagonistic, and their views are sure to be reflected in the House, especially as the present Parliament is nearing its end.

The Montessori Method in London.

We regret the decision of the L.C.C. Education Committee to take no further steps to investigate the Montessori Method and its applicability to the elementary school. No one expected them to welcome it with open arms and immediately insist on the adoption of its principles by the infants' schools of the metropolis. But with the resources at their disposal the Committee might surely have sanctioned the opening of an experimental school, especially as in other directions they have shown a praiseworthy willingness to consider new educational developments.

The decision is intensely disappointing. Mrs. Hutchinson, the head teacher of one of the Council's own infants' schools, reported her enthusiastic approval of the Montessori system after a four months' course of training at Rome, and it seems strange that after authorising this expenditure of time and money the Committee should not even propose to print Mrs. Hutchinson's report.

Superannuation Delay.

The ways of Government Departments are proverbially slow, but their hesitancy proceeds has never been more widely displayed than in regard to this question. We are still without the Report of the Departmental Committee appointed to consider various matters relating to the superannuation of Elementary School Teachers. We are all eager to know the actual facts concerning Earlier Optional Retirement, and those teachers who retired prior to 1911-12 are still waiting to know their fate.

Even Mr. Pease admitted that the authorities have "taken a rather prolonged period, in order to obtain the figures necessary for the Committee." As, however, they have since completed their report, we may look forward to an early decision by the Departmental Committee on the questions in which our readers are so keenly interested.

Two Prize Competitions.

The Editor offers a prize of £100, 6d. for—
A suitable School Programme for St. George's Day, and another of the same amount for a suitable School Programme for Empire Day.

Our readers may enter for either or both of these competitions. Papers must reach the Editor on or before March 18, and the envelopes must be endorsed "St. George's Day" or "Empire Day," as the case may be.

The prizes will go to the most original efforts, and those which make the most successful distinction between the two celebrations; that is, an anemic version of the one for Empire Day.

Those of our readers who have original songs, plays, etc., for these occasions should forward them. We shall be pleased to give them careful consideration with a view to publication in *THE TEACHER'S WORLD*.

p2CMC435

KNOWLEDGE TOUCHED WITH EMOTION

MISS CHARLOTTE MASON AND THE PARENTS' NATIONAL EDUCATIONAL UNION.



O adapt Matthew Arnold's phrase concerning religion, education should aim at giving knowledge 'touched with emotion.' Frederika Bremer has a charming episode in her novel, 'Neighbours,' where two schoolgirls fight a duel on behalf of their several heroes, Charles XII. and Peter the Great. The children of to-day fight no such duels. They do not care for heroes, they care for marks. Knowledge for them is not 'touched with emotion,' unless it be the emotions of personal acquisitiveness and emulation. Boys and girls have it in them to be generous and enthusiastic. If they leave school without interests beyond that of preparing for further examinations, or the absorbing interests of games, if they are intellectually devitalised, ought we to blame them, or the methods by which they have been taught?

Here in a nutshell, if the reader is discerning enough, is much of Miss Mason's educational philosophy. To her and those who work with her, to be a child "is to have a spirit yet streaming from the waters of baptism; it is to believe in love, to believe in loveliness, to believe in belief; it is to be so little that the elves can reach to whisper in your ear . . . for each child has its fairy godmother in its own soul."

it is
"to see a world in a grain of sand,
And a heaven in a wild flower,
Hold infinity in the palm of your hand,
And eternity in an hour."

"Anisied Drops" of Knowledge.

The chief need of the child is Knowledge, "bearing in mind that information does not become Knowledge until it has been acted upon by the mind of the recipient." And this right kind of Knowledge, Miss Mason maintains, is denied the child in our schools of to-day—denied him not by any fault of the teacher, but by the vicious system which has caught him in its toils. "Before the era of free meals," wrote Miss Mason, in a letter to the *Times*, "I heard of a little girl in East London whose mother gave her a penny to buy dinner for herself and her little sister, when the two set out for school. The child confided to her teacher that a halfpenny of anisied drops 'stays your stomach' more than a halfpenny bun. Now, our schools are worked more or less upon anisied drops—marks, prizes, scholarships, blue ribbons, all of which 'stay the stomach' of the boy who does not get the knowledge that he needs. That is the point. He needs knowledge as much as he needs bread and milk; his appetite for knowledge is as healthy as his appetite for his dinner; and an abundant regular supply at short intervals of various knowledge is a constitutional necessity for the growing youth as well as for the curious child; and yet we say his hunger pangs upon 'anisied drops.'"

What Education Should Be.

How this rare and perfect Knowledge may be acquired by the child Miss Mason thus explains:—"Education, we think, should be by Things and by Books. Ten years ago education by Things was little thought of except in the games of public schools. To-day a great reform has taken place, and the worth of education by Things is recognised everywhere. Disciplined

exercises, artistic handicrafts, are seen to make for education as truly as do geography and Latin. "Nature study" has come in later, but has come with a rush. The teaching of science is receiving enormous attention. Here and there works of art are allowed their chance with boys and girls, and we shall look more and more to this means of education. In these matters, also, the Parents' National Educational Union has done some pioneer work, and has laboured at education by Things.

"The great educational failure we have still to deal with is in the matter of Books. We know that Books store the knowledge and thought of the World; but the mass of knowledge, the multitude of books, overpower us, and we think we may select here and there, from this book and that, fragments and facts of knowledge, to be dealt out, whether by the little cram book or the oral lessons."

The Virtue of Books.

It is to books that Miss Mason largely pins her faith—*real* books, the products of great

THE WONDER OF THE WORLD.

"I think that is very wonderful," a little girl wrote in an examination paper after trying to explain why a leaf is green. That little girl had found the principle—admiration, wonder—which makes science vital, and without wonder her highest value is, not spiritual, but utilitarian. A man might as well collect matchboxes, like those charming people in one of Anatole France's novels, as search for diatoma, unless the wonder of the world be ever fresh before his eyes.

—MISS CHARLOTTE M. MASON.

minds given or read to the children as they left their authors, not bowdlerised, abridged, and robbed of their virtue by the despoiler's hand. The elder children should read them, the younger ones should hear them read, and orally reproduce their substance. A child is "a born person," and we have no right to belittle his powers and try to "come down" to his level.

But Miss Mason must be read to be understood fully. There is the organ of the P.N.E.U., "The Parents' Review" (6d. monthly). Some Suggestions for the School Curriculum of Girls and Boys under 14" (3d.), "The Annual Report of the Parents' National Education Union," and "The Basis of National Strength" (6d. net), a series of letters by Miss Mason to the *Times*, all of which may be obtained through the P.N.E.U. Office, 26, Victoria Street, London, S.W.

The P.N.E.U.

It was in order that those principles for which she stands should be capable of experiment and be given practical demonstration that Miss Mason founded the Parents' National Educational Union. Its presidents are the Earl and Countess of Aberdeen, and among the vice-presidents are the Archbishop of Canterbury, the Countess of Mearns, and the Earl of Lytton,

while Earl Beauchamp is the chairman of the executive committee. The objects of the Union (which insists on a religious basis of education) are: (a) To assist parents of all classes to understand the best principles and methods of education in all its aspects, and especially in those which concern the formation of habits and character. (b) To create a better public opinion on the subject of the training of children, and with this object in view to collect and make known the best information and experience on the subject. (c) To afford to parents opportunities for co-operation and consultation, so that the wisdom and experience of each may be profitable to all. (d) To stimulate their enthusiasm, through the sympathy of numbers acting together. (e) To secure greater unity and continuity of education, by harmonising home and school training.

The Work of the Union.

These objects are being attained by the work carried on at Ambleside in the House of Education, where Miss Mason superintends the training of teachers who become primary and secondary governesses in families; by the Parents' Union School, which helps parents whose children are taught at home; by superintending, and checking by examination, the results of the work of parents or governesses, and in other ways giving the children some of the advantages of the corporate life of school; and by lectures, conferences, and publications which spread the spirit of knowledge which Miss Mason has so devotedly expounded.

Not only children taught at home, but whole schools which are willing to follow Miss Mason's lead are admitted to the Parents' Union School, and magnificent work is being accomplished not only in the British Isles, but in far-away Australia, Ceylon, and South Africa.

So far the influence of the Parents' National Educational Union has been confined to the children of the upper and professional classes. But Miss Mason understands the elementary school, and has strong hopes that some day the principles of the P.N.E.U. may be embraced in their curriculum, and that even in the classroom of an elementary school we may see "40 feeding like one," for example, on Mazzini's "The Duties of Man," a volume of Hakluyt, or Seely's "Expansion of England."

"My Mind a Kingdom."

We can assure Miss Mason that the curriculum and methods of the elementary school are slowly broadening in the way she desires. As she truly says:

"A great deal of mechanical labour is necessarily performed in solitude; the miner, the farm labourer cannot think all the time of the block he is hewing, the furrow he is ploughing; how good that he should be figuring to himself the trial scene in the 'Heart of Midlothian,' the 'high jinks' in 'Guy Rannering,' and his imagination should be playing with Anne Page or Mrs. Quickly, or that his labour goes the better, because his secret soul a holy strain repeats: 'People, working people, do these things. Many a one can say out of a rich experience, 'My mind to me a kingdom is'; many a one cries with Browning's 'Paracelsus,' 'God! Thou art mind! Unto the matter-mind, Mind should be precious. Spare my mind alone.'"

p3CMC435